DOCUMENT RESUME

ED 285 921 UD 025 635

AUTHOR Kaemper, Jack; Morse, Kathy
TITLE Title I/Chapter 1 Reading Services to Secondary Students: A Second Look, 1979-1984.
INSTITUTION Albuquerque Public Schools, N. Mex.
PUB DATE Oct 84
NOTE 13p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Compensatory Education; Dropout Prevention; Educationally Disadvantaged; *High Risk Students; High Schools; Middle Schools; Program Evaluation; Reading Improvement; *Reading Instruction; School Surveys; Secondary Education; Secondary School Students; Skill Development; Urban Education
IDENTIFIERS *Albuquerque Public Schools NM; Education Consolidation Improvement Act Chapter 1

ABSTRACT

In the spring of 1979 and again in 1984, middle school and high school students who were participants in the Title I/Chapter 1 secondary school reading program in the Albuquerque Public Schools (NM), their parents, and regular classroom teachers completed questionnaires which helped provide information on their perceptions of the effectiveness of the program. The results from the two years were compared to see if the program was being viewed similarly or if perceptions had changed over time. This report describes the questionnaires and their findings. It provides charts of statistics showing responses to survey questions. The 1984 results showed that, six years after its implementation, all three groups of respondents had become even more positive over time about the Chapter 1 reading program at the secondary level. Students and parents felt that program participants not only were helped in building reading skills, but also improved their performance in other classes and were motivated to continue in school until graduation. Classroom teachers reported more observable student improvement in 1984 than their counterparts had noted in 1979 and they were more positive about the coordinating efforts of the program staff. A vast majority of the comments from those who completed questionnaires indicated that for students with severe reading problems, the Chapter 1 program at the secondary level is an essential part of the curriculum. (PS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

6-2287

ED285921

Title I/Chapter 1 Reading Services To Secondary Students

- A Second Look -

1979 - 1984

ALBUQUERQUE PUBLIC SCHOOLS

IDA25235

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Julian G. Baca
Albuquerque Public Schools

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

725 University, S.E.
Albuquerque, New Mexico 87106

BOARD OF EDUCATION

Mark S. Sanchez
President

David C.H. Hsi
Vice-President

John A. Cantwell
Secretary

Robert Santiago
Chairperson/Finance Committee

Susanne B. Brown
Member

Meg O'Keefe
Member

Ralph Sigala
Member

Francisco D. Sanchez, Jr.
Superintendent

Instructional Research, Testing, and Evaluation

Carol Robinson
Director

Prepared by:

Chapter 1 Evaluation
Jack Kaemper
Kathy Morse
October, 1984

Table of Contents

Administrator's Summary..... 1

Background..... 2

Student and Parent Responses..... 3

Classroom Teacher Survey..... 6

Comments..... 8

Conclusions..... 9

Administrative Summary

In the spring of 1979 and again in 1984, middle school and high school students who were participants in the Title I/Chapter 1 secondary school reading program, their parents, and regular classroom teachers completed questionnaires which helped provide information on their perceptions of the effectiveness of the program. The results from the two years were compared to see if the program was being viewed similarily or if perceptions had changed over time.

- In both surveys, over 75% of the responding students and parents indicated that the program resulted in "some" or "a lot" of help in being able to read better.

- In 1984, there was an increase in the percentage of parents of high school participants who felt especially positive about the carryover benefits from the Chapter 1 reading classes to other subject areas.

- A preponderance of all respondents, both years, felt that the reading class had been an influence in creating a general interest in learning.

- In 1984, the percentage of parents noticing an increase in the amount of recreational reading engaged in by their sons and daughters was greater. Only 25% or less of the students, at either secondary level, in either survey year, indicated that there had been no increase in their free time reading activities.

- Approximately half of the responding students and parents, both years, felt that Title I/Chapter 1 participation helped reduce the number of students who drop out of school before graduation.

- In both 1979 and 1984, a majority of the students and parents felt that more reading help was needed and desired.

- Both middle school and high school classroom teachers in 1984 felt that there was more observable student improvement, which was attributable at least in part to program participation, than had been evident to the teachers in 1979.

- The percentage of students showing an improvement in attitude toward school increased from 46% in 1979 to 82% in 1984, according to middle school classroom teachers.

- In 1984, classroom teachers were more positive about the coordinating efforts of the Chapter 1 program staff with the operational staff.

Conclusions

After six years, the Title I/Chapter 1 reading program at the secondary level continued to be viewed positively by classroom teachers, parents, and participants. For students with severe reading problems, it is considered to be an essential part of the secondary school curriculum.

Title I/Chapter 1 Reading Services To Secondary Students

- A Second Look -

Background

The 1978-79 school year was the first year that Title I (now Chapter 1) services were offered to secondary school students in the Albuquerque Public Schools. During this initial year, 1140 middle school students from 9 sites and 330 high school students from 4 locations were served.

Last school year, 1983-84, was the sixth year of the program at the secondary level. Chapter 1 served 1054 children at 13 middle schools and 549 students at 4 high schools.

Questionnaires

In the spring of 1979, middle school and high school participating students, their parents, and regular classroom teachers completed questionnaires which helped provide information on their perceptions of the effectiveness of the program.

Questionnaires, with essentially the same questions as those distributed in 1979, were used with corresponding groups at the end of the 1983-84 school year to see if the program was being viewed similarly or if perceptions had changed over time.

In the earlier survey, 713 middle school and 141 high school participants completed the questionnaire; whereas in 1984, 621 middle school and 231 high school students responded. In both instances, students were directed to answer openly and honestly and not put their names on the papers. There were six almost identical questions common to the two forms.

The opinions and attitudes of parents of Title I/Chapter 1 students were also solicited through questions worded similarly to those to which the participating students responded. After the first program year, 242 middle school parents and 53 high school parents responded. The 1984 survey yielded replies from 306 middle school and 90 high school parents of Chapter 1 pupils.

Student and Parent Responses

In the information which follows, the questions and percent of each group choosing a particular response is reported for each of the survey years.

. *Did the program improve reading skills?*

Survey Question	Group	Response Choice: NO 1979 %	NO 1984 %	A little 1979 %	A little 1984 %	Some 1979 %	Some 1984 %	A lot 1979 %	A lot 1984 %	I Don't Know 1979 %	I Don't Know 1984 %
Did the program help you to read better?	Middle School Students	5%	5%	17%	16%	28%	27%	50%	52%	NA	NA
	High School Students	4%	2%	19%	16%	38%	41%	39%	41%	NA	NA
Did the (Title I/ Chapter 1) class help your son/daughter to be able to read better?	Middle School Parents	2%	1%	12%	13%	31%	32%	51%	50%	4%	4%
	High School Parents	2%	0%	13%	9%	26%	26%	55%	56%	5%	10%

The percentage of the student and the parent groups who selected each of the response choices in the 1979 survey was very similar to the corresponding percentages of the 1984 survey. In both instances, over seventy-five percent of the students and parents who responded indicated that the program resulted in "some" or "a lot" of help in being able to read better. Only a small percentage in either survey year felt that the program had been of no value in building reading skills.

. *Did the program help in overall school performance?*

Survey Question	Group	Response Choice: No 1979 %	No 1984 %	A little better 1979 %	A little better 1984 %	Some Improvement 1979 %	Some Improvement 1984 %	A lot better 1979 %	A lot better 1984 %	I Don't know 1979 %	I Don't know 1984 %
Are you doing better in your other classes because of having participated in this one?	Middle School Students	12%	10%	32%	31%	28%	31%	28%	29%	NA	NA
	High School Students	15%	12%	36%	24%	26%	35%	24%	29%	NA	NA
Is your child doing better in other classes because s/he has gotten (Title 1/ Chapter 1) reading help?	Middle School Parents	4%	5%	21%	16%	38%	38%	32%	36%	6%	6%
	High School Parents	8%	1%	17%	18%	43%	38%	25%	43%	7%	0%

Students and parents continued to feel that participation in the reading programs was a factor in helping to do better in other classes. In 1984, parents of high school participants felt especially positive about the carry-over benefits from the Chapter 1 classes to other subject areas. The number of "no" reponses decreased by seven (7) percent from the 1979 survey and the "a lot better" choice increased eighteen (18) percentage points. This opinion was also shared, to some extent, by the high school students as evidenced by the positive shifts in their responses.

. *Did the program stimulate an interest in learning?*

Survey Question	Group	Response Choice: No 1979 %	No 1984 %	A little 1979 %	A little 1984 %	Some 1979 %	Some 1984 %	A Lot 1979 %	A Lot 1984 %	I Don't Know 1979 %	I Don't Know 1984 %
Are you any more interested in learning things because of the reading help you've gotten in this class?	Middle School Students	9%	12%	22%	22%	27%	32%	42%	33%	NA	NA
	High School Students	11%	8%	21%	21%	41%	47%	27%	24%	NA	NA
Does your child seem to be any more interested in learning things since s/he has gotten (Title I/Chapter 1) reading help?	Middle School Parents	9%	6%	17%	15%	34%	44%	38%	26%	3%	9%
	High School Parents	2%	6%	23%	22%	32%	29%	34%	38%	9%	4%

In 1979, both middle and high school students and parents of middle school students were more convinced that the reading assistance had been a catalyst in stimulating an interest in overall learning than were their counterparts in the 1984 survey. Nevertheless, a preponderance of all respondents, both years, felt that the reading class had been an influence in creating a general interest in learning.

. *Has there been an increase in the amount of recreational reading?*

Survey Question	Group	Response Choice: No 1979 %	No 1984 %	A Little More 1979 %	A Little More 1984 %	Some More 1979 %	Some More 1984 %	A Lot More 1979 %	A Lot More 1984 %	I don't know 1979 %	I don't know 1984 %
Are you doing any more reading in your free time than you used to do before you took this class?	Middle School Students	25%	22%	26%	25%	20%	24%	29%	28%	NA	NA
	High School Students	19%	19%	34%	27%	23%	33%	24%	22%	NA	NA
Have you noticed your child spending any more free time reading than before s/he got (Title I/Chapter 1) help?	Middle School Parents	19%	19%	31%	23%	24%	27%	22%	27%	4%	4%
	High School Parents	21%	11%	26%	19%	26%	33%	21%	33%	7%	3%

The percentage of responding parents noticing an increase in the amount of recreational reading engaged in by their sons and daughters was greater in 1984. A slight increase was also noted by the high school students in the combined "some more" and "a lot more" response choices. Only twenty five percent (25%) or less of the students who completed the questionnaire, at either secondary level, in either survey year, indicated that there had been no increase in their free time reading activities.

. *Did the program reduce the number of possible drop outs?*

Survey Question	Group	Response Choice: Never thought I (S/he) would 1979 %	Never thought I (S/he) would 1984 %	No- Just as likely 1979 %	No- Just as likely 1984 %	Yes-will probably finish 1979 %	Yes-will probably finish 1984 %	I don't Know 1979 %	I don't Know 1984 %
Has Title I/Chapter 1 reading made it any more likely that you'll finish high school (not drop out)?	Middle School Students	37%	36%	4%	1%	59%	63%	NA	NA
	High School Students	50%	57%	2%	2%	48%	42%	NA	NA
Has Title I/Chapter 1 reading made it any more likely that your child will finish high school (not drop out)?	Middle School Parents	31%	35%	2%	1%	54%	46%	14%	18%
	High School Parents	30%	36%	4%	0%	57%	57%	9%	7%

This information seems to indicate that participation in Title I/Chapter 1 is a factor in helping to reduce the number of students who drop out before graduation from high school. Approximately half of the students and parents felt that this was true in 1979 and similar responses were obtained in 1984.

. *Is there a need for more reading help?*

Survey Question	Group	Response Choice: No-More Help Not Needed 1979 %	No-More Help Not Needed 1984 %	No-Need Help But Not This 1979 %	No-Need Help But Not This 1984 %	Yes-Still Need And Want 1979 %	Yes-Still Need And Want 1984 %	I Don't Know 1979 %	I Don't Know 1984 %
Would you want more reading assistance next year?	Middle School Students	16%	33%	17%	16%	67%	51%	NA	NA
	High School Students	23%	23%	15%	17%	61%	61%	NA	NA
Would you want your child to receive reading assistance again next year?	Middle School Parents	4%	15%	5%	6%	86%	68%	6%	11%
	High School Parents	11%	13%	2%	3%	77%	70%	9%	14%

At the middle school level, there was an increase in the percentage of both the students and the parents who did not feel that additional reading assistance would be required. The percentage that said that help was still needed, but not the kind provided by their Title I/Chapter 1 program, was relatively small and was very similar both survey years. The majority of the students and parents continued to feel that more reading help was needed and desired.

Classroom Teacher Survey

Regular classroom teachers were asked if they had observed improvement in the performance of their Title I/Chapter 1 students, in specified areas, which they would attribute, at least in part, to the students' participation in the reading program.

In 1979, 90 middle school teachers and 75 high school teachers indicated their perceptions of the program's impact on 883 middle school students and 276 high school students, respectively. The 1984 survey had responses from 68 middle school and 41 high school teachers regarding 406 middle school and 148 high school students.

Teachers' Perceptions of Program Impact

The following tables reflect the teachers' perceptions of student improvement in 1979 and 1984 which was attributable, in part, to the reading program.

Table 1. Classroom Teachers' Perceptions of Title I/Chapter 1 Reading Program Impact on Middle School Students in 1979 and 1984.

	Percent of Middle School Students Showing Observed Improvement	
Areas of Improvement	1979 (N) = 663	1984 (N) = 406
Reading Skills	64%	64%
Writing Skills	43%	50%
Classroom Participation	39%	50%
Attitude Toward School Work	46%	82%
Management of Time or Behavior	37%	44%
Self Confidence	46%	54%
General Quality of Work	40%	44%

Table 2. Classroom Teachers' Perceptions of Title I/Chapter 1 Reading Program Impact on High School Students in 1979 and 1984.

	Percent of High School Students Showing Observable Improvement	
Areas of Improvement	1979 (N) = 276	1984 (N) = 148
Reading Skills	35%	64%
Writing Skills	29%	53%
Classroom Participation	33%	49%
Attitude Toward School Work	36%	53%
Management of Time or Behavior	26%	42%
Self Confidence	34%	50%
General Quality of Work	37%	60%

At both the middle school level and high school level, classroom teachers, in 1984, felt that there was more observable student improvement in the listed areas than had been evident to the teachers in 1979. At the middle school level, the percentage of students observed to have gained reading skills remained constant at 64%; however, the percentage showing an improvement in their attitude toward school jumped from 46% to 82%. There were percentage increases in all of the areas at the high school level. The differences between the two survey years may reflect differences in student gains, or perhaps, an increased teacher awareness and understanding of the program's objectives.

Staff Communication

The classroom teachers were also queried about their perceptions of the program staff as resource people in helping to serve participants in the regular classroom setting.

. Has the program staff shared information and ideas which might be helpful in serving participants?

		Response Choice					
		Yes		Somewhat		No	
Survey Question	Group	1979 %	1984 %	1979 %	1984 %	1979 %	1984 %
Do you feel you received enough information from the Title I/Chapter 1 staff about the reading needs of these students and some possible approaches to be able to develop appropriate strategies to help them in your setting?	Middle School Classroom Teachers	56%	57%	20%	34%	24%	9%
	High School Classroom Teachers	16%	56%	56%	23%	29%	21%

It is apparent that classroom teachers were more positive in 1984 about the communication and sharing aspects of the program. This was especially true at the high school level where the "yes" response increased from 16% of those responding to 56%. At the middle school, there was a shift from "no" responses to those who felt the needs had been partially satisified.

Comments

The 1984 questionnaires solicited comments from the teachers, parents, and students in addition to the structured questions which they answered. The comments have been briefly summarized by selecting a few representive samples in an attempt to capture the general ideas and feelings expressed.

. Classroom Teachers
- Equal opportunity in education is not enough for some students. Some must be provided extra assistance by dedicated teachers such as the ones we have in our Chapter 1 program.
- We have an excellent Chapter 1 program staffed with quality professionals. I've been impressed since I came to APS!
- I feel there should be some organized feedback (conference time) scheduled between teachers.
- Chapter 1 is a necessity at the middle school level!
- It's hard to attribute skill improvement to a particular program. Many times, it is due to several factors (including maturing)!
- Chapter 1 is a valuable academic experience for those students who need additional language and reading instruction at the secondary level.

. Parents
- It is a very useful and beneficial course for children with reading problems. More information on Chapter 1 should be given to the parents of children with reading problems.
- I think this program is great!
- I could not praise the Chapter 1 reading program highly enough. It's a fine program with dedicated teachers. Thank you APS for caring about our youth and their future.
- We are not aware of any progress since our daughter's grades have not shown any significant improvement.
- I'm glad, for my son's sake, that there is Chapter 1.
- My son has learned a lot about reading. He would like to take this course again because it helps him very much.
- Your program has helped my daughter very much in all her classes.
- I thank you for helping my daughter read a little better.
- Even though my son has benefitted from Chapter 1, I feel he needs much more of a challenge. Also, what about a Chapter 1 math program? I feel it is needed!

. *Students*

- It's ok I guess.
- I think that Chapter 1 has taught me how to read better than I used to read.
- I'm just glad to have had help this year!
- It's nice to have someone who cares about your reading if you can't read.
- Chapter 1 has really helped me read. I read in other classes now.
- I think it is good for us kids who are having trouble in reading.
- I feel that I have improved not only in this class but in other classes.
- I feel better about my school work.
- I think Chapter 1 reading helped me read better and write better. Teachers are telling me I am writing better.
- I feel happy in Chapter 1 reading class. I enjoy being in that class.
- I don't like it.
- This program was a great deal of help to me. I am a better reader and it helped me to graduate.
- I think it is a good program even though I don't like it that much.

Conclusions

Six years after its implementation, the Chapter 1 reading program at the secondary level continued to be viewed positively by classroom teachers, parents, and participants. In fact, the 1984 survey indicated that the perceptions and attitudes of the responding groups had become more positive over time.

In addition to providing help in building reading skills, students and parents felt that program participation helped to improve performance in other classes, stimulated an interest in learning, promoted outside reading, and helped students to continue in school until graduation. Over half of the students and parents indicated that additional reading assistance was desired and needed.

Classroom teachers reported more observable student improvement in 1984 than their counterparts had noted in 1979 and they were more positive about the coordinating efforts of the program staff.

Finally, a vast majority of the comments from those who completed questionnaires, indicated that for students with severe reading problems, the Chapter 1 program at the secondary level is considered to be an essential part of the curriculum.